GEOPHYSICS

U. S. Will Continue Research in Antarctica

➤ THE UNITED STATES will continue its research program in Antarctica under the auspices of the National Science Foundation.

Chief scientist for the program will be Albert P. Crary, a noted polar geophysicist who recently returned from two and a half years in the Antarctic. Recommendations concerning the desirability of proposed polar programs are made to the Foundation by the Committee on Polar Research of the National Academy of Sciences-National Research Council.

Mr. Crary will advise the Foundation in planning the scientific programs, selecting personnel and equipment, and will supervise the conduct of field investigations, data analysis and publication. He will also continue his affiliation with the Air Force Cambridge Research Center.

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PHYSICS

National Atmospheric Institute Proposed to NSF

➤ A PROPOSAL that a national institute be established to do basic research in the atmospheric sciences has been submitted to the National Science Foundation. The proposal is contained in a report drawn up by the University Committee for Atmospheric Research, UCAR.

The UCAR report recommends the establishment during a six-year period of an institute costing an estimated $33,253,000 for capital expenditures during the first six years. Facilities would include mathematical, chemical and physical laboratories, flight facility with appropriate aircraft, radiation probing facility with adequate radar equipment, computer facility, library, and machine shops. It is proposed that the institute be operated by a group of universities and supported by the National Science Foundation.

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PSYCHOLOGY

Science Taught by Training in Questions

➤ SCIENCE is being taught to fourth grade children in Illinois by training them to ask good questions, Dr. J. Richard Suchman of the University of Illinois, Champaign, told the Society for Research in Child Development meeting in Bethesda, Md.

First the children are shown a motion picture of a science demonstration. Then the child tells the teacher what he saw in the film. Next the child asks questions to find an explanation for what he has seen. He is limited to questions that can be answered by "yes" or "no" and thus he must formulate hypotheses.

Later a tape recording of the questions is played back and the teacher praises good questions and criticizes bad ones.

Children like to play with blocks—children of all ages from three to ten and of all grades of intelligence from just normal to genius. But there is a big difference between the different kinds of structure they build, Dr. Eleanor L. Robinson of the University of Minnesota told the meeting.

Younger children make simple structures—piles and strings of blocks. As the children grow older they tend to require more time, use more blocks and increase the size of the structures. The seven- and ten-year-olds are more likely to construct a roofed building and enclosure. Boys spend more time and make taller constructions than do girls. The older children frequently build public buildings, adding vivid geographical and historical details.

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